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# **EXPLORING STUDENTS' DESCRIPTIVE TEXT AT SECOND YEAR STUDENTS OF *MA AN-NUR KOTA CIREBON* (A SYSTEMIC FUNCTIONAL GRAMMAR PERSPECTIVE)**

## **A THESIS**

Submitted to English Language Teaching Department,  
*Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in  
Partial Fulfillment of The Requirements of Undergraduate Degree



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## ABSTRACT

Rina Astuti. 14121310347: *Exploring Students' Descriptive Text at Second Year Students of MA An-Nur Kota Cirebon (A Systemic Functional Grammar Perspective)*

In the process of learning language, there are four skills that must be mastered by the learning. It is including reading, writing, speaking and listening. Writing is one of the important skills in language learning and teaching to accelerate the process receiving and comprehending knowledge or information. Writing is one of difficult thing that mostly students feel. It is usually happen in senior high school students, especially for students at *MA An-Nur Kota Cirebon*. The second year students at *MA An-Nur Kota Cirebon* still confuse in writing and producing a good and coherent text. Based on the phenomenon, this research aims s to find out the text features realized in the students' descriptive text represented the Ideational Metafunction used Transitivity of Functional Grammar developed by Halliday (1994).

The analysis process in this research is constructed based on Transitivity of Functional Grammar developed by Halliday. The technique of collecting data of this research is observation and documentation. This research used descriptive qualitative method to analyzing the data contains of students' descriptive texts. The data used 10 students' text to be analyzed that chosen randomly.

This result of this research shows that the students aware about text features. The students able to apply *the schematic structure* of the Descriptive text because they can put the identification and description of text correctly. Dealing with *the linguistic features*, the students can use the appropriate *tense* and *adjective* in their text. It can be seen from the text they produced that they applied both of generic structure and linguistic feature of the text.

The results of the represented of transitivity in ideational metafunction in the texts shows in three types of percentag: the percentage of the most prominent participants; the percentage of the use of process types; and the percentage of the use of circumstances. There are 187 participants mentioned in the texts and there are three most dominant participants: Carrier (33.69%), Attribute (28.88%) and 6.95% for each Token and Value. In the term of process types, there are three process types which dominate the clause in the texts: Relational process (71.70%), Material process (15.09%) and Mental process (8.49%). The last, in the term of circumstance, the three types of circumstances are dominating in the texts: Circumstance of Time (37.5%), Circumstance of Place (37.5%) and Circumstance of Manner (20%).

**Keywords:** *Descriptive text, Systemic Functional Grammar (SFG), Schematic Structures, Linguistic Features, Transitivity*



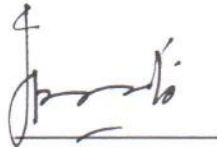


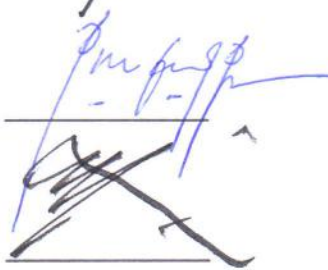

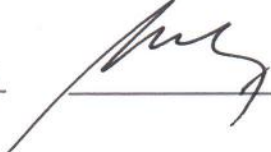
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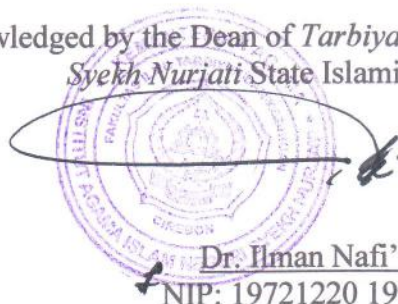
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## RATIFICATION

This thesis which is entitled in **“Exploring Students’ Descriptive Text at Second Year Students of MA An-Nur Kota Cirebon (A Systemic Functional Grammar Perspective)”** written by Rina Astuti, student number 14121310347 has been examined on 28 July 2016. It has been accepted by broad of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

This chapter describes about the research background, focus of study, research questions and the aim of the research. This chapter includes previous studies, theoretical foundation, and methodology of this research. In this chapter also describes the setting of the research, the method of the research, design of the research, the instrument of the research, the technique of collecting data and the technique of analyzing data.

### 1.1 Research Background

In the process of learning language, there are four skills that must be mastered by the learner. It is include reading, writing, speaking and listening. Writing is one of the important skills in language learning and teaching to accelerate the process receiving and comprehending knowledge or information. Writing has an important role in learning process and in our life, as Hyland (2009: 2) states that “writing is the central of our personal experience and social identities, and we are often evaluate by our control of it.” Based on Hyland quote, writing indicates our identity in the society and expresses our experiences in it. Though the process of writing, we can share our ideas and experiences to our society. For example, people create a composition of manuscript of a story, then that manuscript of story interprets into a movie that everyone can see and follow the story. Through of it, the idea or the story in the manuscript can be share with other people.

Writing is the result or act of mind that interpret by the writer into a written. When people, start to write something, the first thing that should people do is researching a lot of references, such as read some books, journals, articles, magazines or online media to get enough information to starts writing something and share our ideas. But, some people are difficult to start writing something and their ideas. It is in line with the fact that for majority students, writing is one of difficult skills for students who are learning English as their foreign language. They assumed that writing is one



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of skill which needed hard ideas, thinking, vocabularies and strategy to support their skill. They often struggle to express their feelings and ideas when they asked to produce a text by the teacher. It is usually happen in senior high school students, especially for students at *MA An-Nur Kota Cirebon*. The second year students at *MA An-Nur Kota Cirebon* still confuse in writing and producing a good and coherent text. They are feel confuse about the genre of text that exist. Some students mastered some kind of text, but there are a lot of texts that exist and make students confuse to remember all of them. There are fourteen texts, such as Narrative, Descriptive, Report, Recount, News Item, Spoof, Hortatory Exposition, Analytical Exposition, etc.

This condition makes students feel confuse and bored to study about text. The students have no interest to study and remember these all texts because they confuse about the characteristics of the text. This is makes the writer interest to exploring their descriptive text. It is because descriptive texts include the easy text to produce and relate to students' daily life.

Language learning and teaching is a process of giving and receiving knowledge or information. In this era of globalization, it is easy to get information anywhere and anytime. Language appears in very different guises when it is operating in such varied contexts, such as a classroom, a law court and a surgery always depends on the functional integrity of the system as a whole (Halliday and Webster, 2009: vii).

There are some definitions about discourse, *The relatively recent adoption by linguists of the term 'discourse' for the subject we study when we examine 'language in use' – the real language that real people use in the real world – is at least partly a recognition of the fact that language is very much more than just the sum of the linguistic elements that compose it* (Woods, 2006: x). It means that discourse is the part of our life, without discourse we cannot do anything. From understanding discourse we will understand what the meaning of that text. In the *Longman Dictionary of Language Teaching and Applied Linguistics*, discourse describe as a term for the result of an act of language communication (Richard *et al.*, 1992: 111; Paltridge, 2000: 3).





Discourse analysis is the analysis of language use that relate with context to make the language become meaningful (Brown and Yule, 1983; Cook, 1989; Paltridge, 2000: 4). Discourse analysis is critical discourse analysis as Van Dijk (1993) express that is clearly sociopolitical stance in its investigation of the relationship among discourse, power, and social inequality. Hence, McCarthy (1991) says that “discourse analysts also consider the relationship between language and the contexts in it is used and are concerned with the description and analysis of both spoken and written interaction” (Paltridge, 2000: 4).

According to Emilia (2014: 19) states that grammar is a device to interact and receive attention from people in the some communities, such as the community-teachers, parents, academics, politicians, talk-show hosts, writers and the editors and also the guardians of good taste (Collerson, 1994: 1). The functional dimension of SFG aims to describe what the role that playing by the language in the particular social activity in which it is located (Paltridge, 2000: 106).

According to Paltridge (2000: 106) states that SFL considers language as the primary resource for meaning making rather than as a set of rule. The systemic component of systemic functional grammar derives from the fact that grammar describes language as being made up of these systems of choice. In the systemic view, typical of social situations ‘may be systematically correlated with the linguistic system’ (Ventola, 1985: 275; Paltridge, 2000: 106). According to Halliday and Webster (2009: 7) states that Systemic-functional grammar (SFG) attempts to identify the structures of language-specific that has contribution to the meaning of a text. Language function (what it is used for) is often more important than language structure (how it is composed).

The study about functional grammar is needed for high school students as their provisions to continue to university. This is because every student has different skill in writing. Meanwhile, we know that *“Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language*





*teacher*” (Hyland, 2003: xv). The phenomenon or problem where high school students sometimes did not pay attention to their grammar and the meaning of the text while writing a text is happened in some high schools include *MA An-Nur Kota Cirebon*. Thus, the writer would try to explore students’ descriptive text at second year students of *MA An-Nur Kota Cirebon* and analyze it.

## 1.2 Focus of Study

In the language learning and teaching, writing is one of difficult skill that has to be mastered by the students. In the development of writing fluency abilities, writing a good and coherence text play a crucial role in the development of writing fluency. But the fact, for majority students, writing is one of difficult skills for students who are learning English as their foreign language. They assumed that writing is one of skill which needed hard ideas, thinking, vocabularies and strategy to support their skill. Based on previous statement, the writer would like to limit the study to explore the text features of students’ descriptive texts from Systemic Functional Grammar perspective. The main excess of functional grammar approach is about how the system of meaning realized in discourses (Bumela, 2013: 3). The writer would like to analyze the schematic structure and lexicogrammatical features of the Descriptive text composed by students. In addition, the writer also revealed the represented of Transitivity in Ideational Meaning in the texts composed by the students.

The purpose of this study is to exploring students’ descriptive text at second year students of *MA An-Nur Kota Cirebon*. This study focused on the text features realized in students’ descriptive text. This study identified the text features realized in the descriptive texts composed by the students by using Knapp & Watkins’s theory (2005) to analyze the generic structures. Transitivity system of functional grammar was used to analyze the lexicogrammatical features. In this study, the writer did not touch some parts that related with this topic such as the relationship with writing fluency achievement because the writer only focused on the descriptive text they produced without touch writing fluency achievement.



### 1.3 Research Questions

For this purpose, the following questions are posed:

1. How are the text features realized in the Descriptive texts composed by the students?
2. How is Transitivity represented in Ideational Metafunction in the texts composed by the students?

### 1.4 Aims of Research

The aims of this research based on the research questions above are:

1. To describe the text features realized in the Descriptive texts composed by the students.
2. To identify the represented of Transitivity in Ideational Metafunction in the texts composed by the students.

### 1.5 Significance of Research

Every empirical study should be conducted to develop the teaching and learning of English writing. Theoretically, the result of the study should provide the information of texts composed by the students, also the language features they used in the text. Furthermore, this study should provide information about the linguistic fields especially about Experimental meaning on transitivity system. This study also should be useful for the future researcher to develop the research in the field of text analysis.

Practically, this study should be useful for teachers to know their students' writing ability throughout their descriptive text and students' feeling and difficulties in composing a text. Then, teacher should teach students a text with the context, because learning about text is about whole the text not only sentence. Beside useful for teachers, this study should be also useful for students to improve their knowledge about the text and pay more attention in grammar and meaning while composing a text and relate it with the context. This study also meaningful for the writer itself, because the writer can learns from the students that learning a text with context is quite difficult. So, the writer as the teacher candidate must prepare how to teach text to the students



with the context that appropriate with the text. Then, the teaching of English writing and learning process especially the process of producing a text will be more interest to be followed by students. So, when the students more understand about language features, the student will be more sensitive and enthusiast in understanding and producing a good and coherent text.

## 1.6 Previous Studies

This section is to reveal and obtain the gap of same area to current study. This area was interesting by many researches because *“Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher”* (Hyland, 2003: xv). There are some researchers who interesting to study about functional grammar approach in teaching writing. The previous study in SFG perspective was done by some researchers, Sierra (2012), Nurohmah (2013), Ningsih (2013), Salsabil (2014) and Andaruli (2015) are some of them. Those explanations below are about the previous studies that ware mentioned before.

Sierra (2012) studied using the functional grammar approach to improve expository and narrative writing with elementary students. In this study, Sierra (2012) focused on using research based strategies to show how language functions within the text. Sierra (2012) found that functional grammar approach has a positive effect on students’ writing development. A genre-based approach to writing also has strong potential for improving student knowledge about genres.

Nurohmah (2013) studied an analysis of students’ recount text by using systemic functional grammar. In this study, Nurohmah (2013) investigated students’ recount text by focused on identified schematic structure and linguistic features of the text. Nurohmah (2013) found that most of students are able to apply the schematic structure of the recount text. It seemed from the paragraph they produced. But, there were found some errors in the use of simple present tense, past tense, prepositional phrases, regular and irregular



verb. This study can be a measurement to analyze the students' skill and can be the reason to improve the knowledge and practice in writing.

Ningsih (2013) studied an analysis of students' descriptive text: functional grammar perspective at *SMAN 9 Cirebon*. In this study, Ningsih (2013) found that most of students do not pay attention the functional grammar well and did not build up the context situation. It means that the students need to more learn about it.

Salsabil (2014) studied a transitivity analysis of English texts in *Bahasa Inggris* When English Rings the Bell. In this study, Salsabil (2014) found that the most prominent participants in this study was Carrier, Attribute, Identified and Identifier with 42,59%. Then, Process types that mostly found in this study was Relational process with 41,22%. The Circumstantial element that found is Place-Location with 55.51%.

The last previous study is Andaruli (2015) studied interpersonal, ideational and textual meanings found in students' recount text (a case study at grade eight students of SMP 2 Kudus in academic year of 2014/2015). In this study, Andaruli (2015) analyzed interpersonal, ideational and textual meanings in the students' recount text. Andaruli (2015) found that the interpersonal meaning which analyzed MOOD and modality analysis showed the students represented a one-way communication in their recount texts which had function to give information in the past time. The ideational meaning was analyzed by Transitivity system showed that the students' recount text told about the students' experiences in the particular place and time. The material process was the dominant process types that occurrence in the students' recount texts. The textual meanings which analyzed by Thematic progression showed that the clause mostly used ideational theme.

After looking at the preview researches above, it is of interest to explore students' descriptive text at *MA An-Nur Kota Cirebon* in order to reveal the skills of the students in writing a text that appropriate with the context of the text. The reason why the writer chose the second year students of *MA An-Nur Kota Cirebon* as the research area is because this school is interesting where the students are all women students.





Hence, the study about functional grammar is needed for high school students as their provisions to continue to university. This current study is focus on analyze the ideational meanings in the students descriptive text produced by the second year students at *MA An-Nur Kota Cirebon*. Our results indicate that the students can produce a good and coherent text.

## 1.7 Theoretical Foundation

In this section will discusse about theories related to the research problem. It provides explanations about definitions of text and context, and transitivity system of functional grammar developed by Halliday (1994), exploring about descriptive text and the characteristics, and explain about teaching writing using Genre-Based Approach. Especially, this section will explore more about transitivity system that used as device to analyze the texts. The theories in this section are applied to answer the purposed questions in the previous chapter.

### 1.7.1 The Nature of Text and Context from the Systemic Functional Grammar (SFG) Perspective

#### 1.7.1.1 The Nature of Text

A text conveys meaning in the form of spoken and written language. According to Halliday and Matthiessen (2014: 3) states that text can produce by the process of spoken and written from the people. It is because text independently can carry the implication of important ideological that include the function of the text itself, and for transferring ideas from one mind to another using language (Shannon and Weaver, 1963; Hyland, 2009: 8). According to Knapp & Watkins (2005: 191), a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it. In the language levels, there are letter, word, phrase, clause, sentence and text. These levels can be use as the indicator of analysis.



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### 1.7.1.2 Text types

There are two types of text. It is called by literary and factual text. Literary text is the text that include in fiction text, such as narrative text, poetry, drama, song lyric, fairy tale and descriptive text. Literary texts aim to entertain the reader or the listener by the story from the text and bring the reader or the listener into the text. Next, factual text is the text that aims to giving information and ideas to inform, persuade and present the audience about the information. The texts that include in factual text are recount text, report text, explanation text, exposition text (hortatory and analytical exposition), procedure text and discussion.

According to Brown and Yule (1983: 13), two kind of text are spoken and written text. The spoken text is the verbal communication or utterance communication. But, written text is association of language symbol, such as magazine, newspaper, textbook, etc. According to Paltridge (2000: 110-111), there are some text type that can be analyze by systemic genre analysts, such as recount, procedure/instruction, argument, discussion, narrative, anecdote, report, explanation and description.

### 1.7.1.3 The Nature of Context

According to Halliday and Matthiessen (2014: 32) context extends along the cline of instantiation from the overall contextual potential of a community to the contextual instances involving particular people interacting and exchanging meanings on particular occasions. According to Hasan (in Halliday & Webster, 2009: 167) explains that "Context as a theoretical category is crucial to any coherent account of all the above aspects of the study of language, though its origins lie in its contribution to a principled study of Parole". Context can be fine in the text. It is because in every single text always occurs two context; they are context of situation (register) and context of culture (genre). Simply, it is



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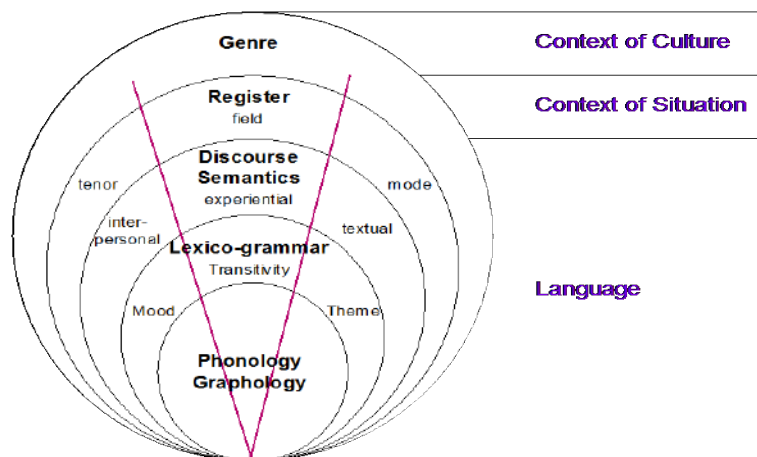
means that context is where the text produced and developed in environment by the reader.

#### 1.7.1.4 The Kinds of Context

There are two kinds of contexts in producing a text. It is called context of culture and context of situation. Context of culture and is responsible for the schematic structure, or discourse structure of a text. Context of culture (genre) constrains the set of contexts of situation that are usual in a culture. According to Paltridge (2000: 121), context of culture is all attitudes, values and experiences by people that live in the particular culture. Context of culture (genre) in written text is characteristic in composing a text. The genre of the text includes narrative, recount, descriptive, procedure, etc. Genre can differentiate a text to each other.

Context of situation (register) is specified with respect to field, tenor and mode (Halliday & Webster, 2009: 7). Context of situation and is responsible for the language features of a text. Context of situation constrains the appropriateness of language choices. The contextual potential of a community is its culture, it is called the context of culture. The context of culture is what the members of a community can mean in cultural terms; that is, we interpret culture as a system of higher-level meanings (Halliday & Matthiessen, 2014: 33).

**Figure 1.1**  
**Language Stata**





### 1.7.1.5 The Relationship of Text and Context

The variables which make up these situations are *field* or transitivity (the content and the nature of the activity), *tenor* or mood (the relationship among participants in the particular activity) and *mode* or theme (the role and medium of language in the communication). For example, in a buying and selling context, the field is an economic transaction, the purchase of retail goods, and the actual items being bought. The tenor is typical customer-vendor relations which are most typically semi-formal and polite in English; and the mode is spoken language, which is playing an ancillary role to the transaction of goods (Hasan, 1989; Paltridge, 2000: 106).

#### 1.7.1.5.1 Ideational Meaning (field/transitivity)

Ideational language is related to language context. Ideational meaning also called as field. The field of a text tells you which domain of experience the text is about: family life, religious observance, law enforcement, medicine, etc. Field is an element of the experiential metafunction of a text. *Field* is a determinant in the selection of options from experiential systems, including choices related to transitivity structure, or process, participant, circumstance (Halliday & Webster, 2009: 7).

In SFG, it is connected by transitivity. The transitivity system encodes the ideational context of the text: that is, the content and the ideas expressed by the text. The content is expressed by patterns of process, participants, and circumstances. Processes are typically realized by verbal groups and described in functional terms such as *material processes* (for doing verbs) and *mental processes* (for sensing verbs) (Paltridge, 2000: 117). Whereas, *participants* are typically realized by nominal groups and described in terms such as actor and goal (in the case of material process).





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*Circumstances* describe aspects such as location, time, and manner (Paltridge. 2000: 117). Circumstances are typically realized by adverbial or prepositional groups.

#### 1.7.1.5.2 Interpersonal Meaning (Tenor)

The interpersonal meanings are expressed by the intonation contour; by the 'Mood' element, which may be repeated as a tag at the end; and by expressions of modality that may recur throughout the clause (Halliday, 1970; Halliday & Mathiessen, 2014: 387)). Interpersonal meanings tend to be scattered prosodically throughout the unit; while textual meanings tend to be realized by the order in which things occur, and especially by placing of boundaries. Interpersonal meaning also called as tenor.

According to Halliday and Webster (2009: 7), tenor has a hand in determining the selection of interpersonal options, such as those from the systems of mood and modality. Interpersonal meanings tend to be scattered prosodically throughout the unit; while textual meanings tend to be realized by the order in which things occur, and especially by placing of boundaries.

##### a. Mood

Mood in interpersonal meaning refers to patterns of clause type, such as interrogative, imperative, declarative (Eggins & Slide, 1997: 74; Emilia, 2014: 112. According to Paltridge (2000: 119), mood system is the relationship between participants in an interaction as well as the speaker's or writer's attitude and comment. In the mood system also includes some expressions, such as the expressions of probability, usuality, and obligation (Paltridge, 2000: 119). Expressions of *probability* such as 'must have', 'certainly', 'perhaps', and 'maybe'. Expressions of *usuality* such as 'sometimes', 'usually',



‘always’. Expressions of *obligation* such as ‘should’, ‘must’, and ‘ought to’. To express the *permission* and *ability* expressions in mood, can use ‘may’.

There are some mood types that can be identified in a text (Emilia, 2014: 130):

- Declarative: Sandi reads a lot.
- Polar interrogative: Does Sandi read a lot?
- Tagged declarative: You know a lot about English for young learners, don’t you?
- Wh-interrogative: Who did you meet in the hotel?
- Imperative: Come to me and discuss your thesis.
- Exclamative: what a wonderful present this is.
- Elliptical clause: His book is much more interesting than mine (my book is).
- Minor clause: clauses which have no mood structure at all (Eggins & Slade, 1997: 94), such as: *Right, mmm, yeah, thanks, don’t mention it.*
- Non-finite clauses. Non-finite clause is a way of making meaning unavailable for argument or discussion (see Butt et al., 2000: 127).

#### b. Modality

In Emilia (2014: 131) states that modality refers to a complex area of English grammar which concerns the different ways in which a language user can intrude on his/her message, expressing attitudes and judgments of various kinds (Eggins, 1994: 179). Modality means likely or unlikely (if a proposition), desirable or undesirable (if a proposal) (Halliday & Matthiessen, 2014: 144). Modality is used by speakers as the speaker’s belief in the reality, a necessity, or likelihood of the situation described.

There are two forms of modality, such as modalisation (epistemic modality) and modulation



(deontic modality). Epistemic modality has to do with the speaker's assessment of the probability that the situation expressed by the clause will actually come to the pass (Hudson, 2010: 65; Emilia, 2014: 132). Epistemic interpretations have to do with knowledge and understanding (Griffiths, 2006: 112). Hudson (2010: 65; as cited in Emilia, 2014: 132) states that deontic modality has to do with permission, ability and obligation. Deontic interpretations of modality relate to constraints grounded in society: duty, morality, laws, rules (Griffiths, 2006: 112).

For example (Hudson, 2010: 65; Emilia, 2014: 132):

- Jake may come tomorrow.
- a. It is allowed/permissible for Jake to come. (deontic modality)
- b. It possible that Jake might come. (epistemic modality)
- Jake must win the race now.
- a. Jake is obligated to win, otherwise something bad will happens. (deontic modality)
- b. Everyone else is so far behind, it is certain that he will win. (epistemic modality).

Modality markers by several situations, there are:

- (1) Modal operators: will, can, may, might;
- (2) Modal Adjusts: really, inevitably, highly;
- (3) Modal operator + modal Adjust: should undoubtedly;
- (4) Participial adjectives: needed;
- (5) Mental process clauses: I think, I believe;
- (6) Modal adjectives: possible, important;
- (7) Relational processes (processes of appearance): seem.

#### 1.7.1.5.3 Textual Meaning (Mode)

Textual meaning textual meanings tend to be realized by the order in which things occur, and especially by placing of



boundaries (Halliday & Matthiessen, 2014: 387). Textual meaning also called as mode. The mode of a text tells about the method the text appears to have been produced in. Mode is an element of the textual metafunction of a text. Halliday and Webster (2009: 7) states that mode is involved in the selection of options in *textual* systems, which relate to the overall texture of the text, including choices involving cohesion, and thematic and information structures.

Textual meaning is embodied throughout the entire structure, since it determines the order in which the elements are arranged, as well as patterns of information structure just as in the clause (note, for example, that the unmarked focus of information in a nominal group is on the word that comes last, not the word that functions as Thing: on *pantographs*, not on *trains*) (Halliday & Matthiessen, 2014: 387). In the textual meaning, consists of two constituents: a *Theme* and a *Rheme*. A theme is the point of departure of the message (Halliday, 1994a: 37; halliday & Matthiessen, 2004: 64; see also Lassen, 2004: 269; Emilia, 2014: 226). For example:

Eri	has finished his study.
Theme	Rheme

### 1.7.2 Transitivity System

Transitivity is the realization of ideational metafunctions. The Transitivity belongs to the experiential metafunction and is the overall resource in construing goings on (Martin, Matthiessen & Painter, 1997: 100; Emilia, 2014: 149). There are three components of transitivity, it includes *process type*, *participant*, and *circumstance* (Halliday & Webster, 2009: 7). Participants may be people, things, or abstract concepts that has role as the ‘doer’ of the process or the ‘done-tos’. Process types are represented by verbs and verbal groups. Then, circumstance is in the form of adverbial groups or prepositional phrases





that containing the information of where, when and how something has occurred (Emilia, 2014: 150-151). A simple example below will demonstrate the structure of transitivity system.

**Table 1.1**

**Transitivity structure: A sample analysis**

Bats	hunt	at night
Actor	Material process	Circumstance of time

The example above, the participant in the clause ('bats') is described as an Actor in a material (or doing) process and 'at night' is described as a circumstance of time.

**1.7.2.1 Process Types and the Participants**

In SFG perspective, which was developed by Halliday, the existence of verb indicates a clause. The existence of verb (process) means that there is a clause. In SFG perspective, verbs usually called as "Process". There some types of processes, such as material process, behavioral process, mental process, verbal process, relational process, and existential process, as in figure below.

**Table 1.2**

**Process types, their meanings, participants and circumstantial elements**

Processes	Meanings	Participants
Material	doing	Actor Goal
Behavioral	behaving	Behaver
Mental	sensing	Sensor Phenomenon
Verbal	saying	Sayer Target
Relational	being	Token Value
Existential	existing	Existent
<b>Circumstantial elements</b>		<b>Subtypes</b>
Extent		distance, duration
Location		place, time



Manner	means, quality, comparison
Cause	reason, purpose, behalf
Contingency	condition, concession, default
Accompaniment	accompanying, addition
Role	guise, product
Matter	
Angle	

(Adapted from Hallyday 1994, as cited in Paltridge, 2000: 118)

**Table 1.3**

**Transitivity structure of a report-type text**

The bat	is	a nocturnal animal.	It	lives	in the dark			
Carrier	Relational process	Attribute	Behaver	Behavioral process	Circumstance: location			
There	are	Long nosed bats and mouse eared bats also lettuce winged bats.						
	Existential process	Existent						
Bats	hunt	at night.	They	slee p	in the day	a n d	are	very shy.
Acto r	Mat erial proc ess	Circumst ance: time	Behaver	Beh avio ral proc ess	Circumsta nce: time		Relatio nal process	Attri bute

(Based on Martin and Rothery 1986, as cited in Paltridge, 2000: 119)

From the figure above, it showed that the verbs used by the writer describe the process type that the writer usually used. Verbs itself reflects as “what’s going on and doing something”. The



participant and process in a sentence is a crucial part that cannot be separated each other. In the process type of the, there are two process, called as non-relational processes and relational processes.

### 1) Non-relational process

Non-relational processes are doing processes. There are including *material process*, *behavioral process*, *verbal process*, *mental process*, *existential process*, and *meteorological process*.

#### a. Material processes

Material process “construe doing or happening” (Halliday, 1994a: 110; But, et al, 2000, Eggins, 1994, Thompson, 1996; Martin, Matthiessen & Painter, 1997; Emilia, 2014: 151). *Material processes* are processes of material doing-they express the notion that some entity physically something-which may be done to some other entity (Gerot & Wignell, 1994: 55, Emilia, 2014: 151). The words that include of material processes are *erupted*, *read*, *write*, *come*, and *go*.

**Table 1.4**

**The Example of Material Processes**

I	go	to school
Participant: Actor	Process type: Material Process	Participant: Goal

#### b. Behavioral Processes

Behavioral processes are the processes of psychological or psychological behavior (Halliday, 1994a: 139; But et al, 2000: 54; Emilia, 2014: 165). This process is intermediate between mental and material processes, and usually only have one participant (Emilia, 2014: 165). The participants called behavior. The words that include as behavioral processes are *breathing*, *dreaming*, *snoring*,



*smiling, hiccupping, looking, watching, listening, and pondering.*

**Table 1.5**

**The Example of Behavioral Processes**

He	is smiling
Participant: Behaver	Process type: Behavioral Process

**c. Verbal Processes**

Verbal processes are process of saying, as in *What did you say?* (Halliday, 1994a; Emilia, 2000: 156). The role of participant in behavioral processes is a sayer (the participant responsible for the verbal process), a receiver (the one to whom the saying is directed), a verbiage (the function that corresponds to what is said), and a target (the entity that is targeted by the process of saying). The verbs that include in verbal processes are *can introduce, praised, claim, can reduce.*

**Table 1.6**

**The Example of Verbal Processes**

I	say	sorry	to him
Participant: Sayer	Process type: Verbal Process	Participant: Verbiage	Participant: Receiver

**d. Mental Processes**

Mental process (sensing verbs) encodes meanings of thinking or feeling (Eggins, 1994: 240; Emilia, 2014: 153). Sensing processes belong to our internal world and they are usually used only in relation to humans-or non-humans given human-like qualities-describing what they think, feel, desire, perceive (Derewianka, 2011: 22; Emilia, 2014: 153). The examples of mental processes are





*believe, imagine, like, hate, want, wish, fear, taste, hear, and smell.*

**Table 1.7**

**The Example of Mental Processes**

I	like	swimming
Participant: Senser	Process type: Mental Process: Affective	Participant: Phenomenon

**e. Existential Processes**

Existential processes Emilia (2014: 166) says represent experience by positing that “there was/is something” (Eggins, 1994: 254), that “something exists or happens” (Halliday & Matthiessen, 2004: 256). The characteristic of existential processes usually use “*there*” which indicate that something *exist, occur, arise*.

**Table 1.8**

**The Example of Existential Processes**

I	say	sorry	to him
Participant: Sayer	Process type: Verbal Process	Participant: Verbiage	Participant: Receiver

**f. Meteorological Processes**

Meteorological process is the meteorologist process that describes the weather and the condition around it. For example of meteorological processes are “*It’s hot*”, “*It’s rain*”. The word “*It’s*” in these example has no representational function, but provides a subject.

**Table 1.9**

**The Example of Meteorological Processes**

It	‘s hot
----	--------



It	's windy
It	's rain
	Process type: Meteorological process

## 2) Relational process

Relational processes are processes of being (Halliday, 1994a: 119, Emilia, 2014: 158). According to Halliday, there are three types of relational processes:

- **Intensive** "x is a"
- **Circumstantial** "is at a" (where "is at" stands for "is at, in, on, for, with, about, along, etc")
- **Possessive** "x has a"

Halliday says that each type above comes in two distinct modes, they are:

- a. Attributive "a in an attributive of x"
- b. Identifying "a is the identity of x"

**Table 1.10**  
**The Principal Types of Relational Processes**

Type \ Mode	(i) Attributive	(ii) Identifying
(i) Intensive	Sinta is smart.	Dimas is the smartest student. The smartest student is Dimas.
(ii) Circumstantial 1	The fair is on a Tuesday	Tomorrow is the 10 <sup>th</sup> . The 10 <sup>th</sup> is tomorrow.
(iii) Possessive	Peter has a piano.	The red book is Ika's. Ika's's is the red book.

(Adapted from Halliday, 1994: 119, as cited in Emilia, 2014: 158).



In the relational processes, the participant has two main roles. There are as *Carrier* + *Attributive* in attributive clause, and *Token* (that which stands for what is being defined) + *Value* (that which defines) in identifying ones. The verbs use in relational attributive processes are: different forms of *be*, *become*, *turn*, *grow*, *turn out*, *start out*, *end up*, *keep*, *stay*, *remain*, *seem*, *sound*, *appear*, *look*, *taste*, *smell*, *feel*, *stand*. Meanwhile, the verbs that use in the relational identifying processes are: different forms of *be*, *equal*, *make*, *signify*, *mean*, *define*, *spell*, *indicate*, *express*, *suggest*, *act as*, *realized*, *play*, *represent*, *stand for*, *refer to*, *exemplify* (see Eggins, 1994: 257; Emilia, 2014: 159).

#### 1.7.2.2 Circumstances

Circumstances consist of three main points called: when (adverb of time), where (adverb of place), how long and how far (adverb of manner). It is explained by Paltridge (2000: 117) that circumstances describe aspects such as location, time, and manner. Circumstances are typically realized by adverbial or prepositional groups. In Emilia (2014: 166), circumstance in functional grammar is the name given to those elements which carry a semantic load, but neither process nor participants (Bloor & Bloor, 1995: 126).

Halliday divides circumstance into nine types, there are:

**Table 1.11**  
**Types and Examples of Circumstance**

Types of Circumstance	Examples
<b>Extent</b>	He studied English for <i>seven years</i> ( <b>duration</b> ).
<b>Location</b>	He did his Masters in <i>Sydney University</i> ( <b>place</b> ). <i>In 2004</i> the Indonesian government released the 2004 Curriculum of English ( <b>time</b> ).
<b>Manner</b>	Indian people cannot get benefit <i>from the fact</i> <i>[[that India's contestant becomes the winner of Miss</i>



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Cause	<p><i>Universe Contest</i>]] (<b>means</b>).</p> <p>Some students at school are treated <i>unfairly</i> (<b>quality</b>).</p> <p>I cannot work as hard as <i>Najmi does</i> (<b>comparison</b>).</p> <p>He could not finish his study on time <i>because of his illness</i> (<b>reason</b>).</p>
Contingency	<p><i>If the school policy changes it</i>, then it will appear [[what we call a “fashion show”]] among the students (<b>condition</b>).</p> <p><i>Though it is not comfortable</i>, it makes the students neat (<b>concession</b>).</p>
Accompaniment	<p>He went to Yogyakarta <i>with all his classmates</i> (<b>accompaniment</b>).</p> <p>All students, <i>along with their parents</i> are invited to the inauguration (<b>accompaniment</b>).</p>
Role	<p>The execution of capital punishment is considered <i>as a real punishment</i> (<b>guise</b>).</p>
Matter	<p>The Miss Universe pageant can be used <i>as an arena</i> [[to promote business]] (<b>product</b>).</p> <p>He can talk <i>about public policy</i> very comprehensively (<b>matter</b>).</p> <p>John will be talking <i>about his project to his manager</i> (<b>matter</b>).</p>
Angle	<p><i>According to Halliday</i>, all languages has three metafunctions: textual, interpersonal and experimental metafunctions (<b>Angle</b>).</p>

(Adapted from Emilia, 2014: 167)

### 1.7.3 Descriptive Text

#### 1.7.3.1 The Nature of Descriptive Text

Language used for the social communication in our daily life. The role of language in everyday communication is needed to make our activities easily to do and to share our idea. According to





Paltridge (2000:111), description is the text that has purpose to describe a particular person, place or thing. To describe people daily activity in text form, it is usually used descriptive text as the medium. Descriptive text is the text that explains or describes about person, things, and places specifically the way they are.

### 1.7.3.2 Characteristic of Descriptive Text

Every text has their characteristics. The characteristics of description or descriptive text are use simple present tense, and using various adjective to describing, numbering and classifying. The purpose of descriptive text is to describe a particular person, thing or place. So, the characteristic of descriptive text is describes about the features of person, thing or place specifically the way they are. The schematic structure of descriptive text is identification and description (Paltridge, 2000:111; Knapp and Watkins, 2005: 100-102). In the identification, it talks about person or things that will be described. Then, in the description, it talks about the physical features, part and the quality of person or things described.

### 1.7.3.3 Grammatical Features of Descriptive Text

Based on Knapp and Watkins (2005: 98-100), there are some grammatical features of description or descriptive text:

- a. Using simple present tense to describing thing a technical or factual point of view, for example: *has*, *eats*, *sings*, *lays*, and *swim*.
- b. Using relational verbs to classifying and describing appearance/qualities and parts/functions of phenomena, for example:
  - My favorite toy *is* a teddy bear because it *is* cuddly and friendly. It *is* my friend too.
  - Wilson the Red *is* an old man. Wilson the Red *has* a greatcoat.



- c. Using action verbs to describing behaviors/uses, for examples:
  - The queen ant *lays* the eggs.
  - Ants *live* in colonies.
- d. Using adjectives, for examples: beautiful, handsome, clever, lazy, etc.
- e. Focus on specific participants, for example my favorite toy, my house, my big doll.

According to Knapp and Watkins (2005: 100-102), the generic structures of descriptive text divided into two, there are classification and personal description. Classification can be described as a topic or phenomenon is being described. Personal description can be described as appearance and uses of the thing is being described. But, commonly we learn that the generic structures of descriptive text called as identification and description. Identification is where the writer introducing where or who is the subject is being described. Description is describes parts, qualities, and the characteristic of the person, place, or thing to be describe. For more detailed explanation see the following table below.

**Table 1.12**

**Schematic structures of key elemental genres as developed by the Sydney school (from Lock & Lockhart, 1998, Hyland, 2004: 33; cited in Flowerden, 2013: 152)**

Genre	Stages	Purpose
Recount	Orientation ^	Provides information about a situation
	Record of events ^	Presents events in temporal sequence
	(Reorientation)	Brings events into the present
Procedure	Goal ^	Gives information about the purposes of the task – in title or intro



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

	Steps 1-n ^  (Results)	Lists activities needed to achieve the goal in correct sequence  Presents final state or 'look' of the activity
Narrative	Orientation ^  (Complication)  (Evaluation) ^  Resolution	Gives information about characters' situation  Presents one or more problems for characters to solve  Evaluates the major events for the characters  Sorts out the problems for the characters
Description	Identification ^  Aspect n ^  (Conclusion)	Defines, classifies, or generalizes about a phenomenon  Describes attributes of each category of the phenomenon  Sums up the description
Report	Problem ^ Reason n ^  (Conclusion) ^  Recommendation	Identifies a problem  Gives possible reasons for or consequences of the problem  Makes suggestions for solving the problem  Presents measures to be adopted as a result of the report

^ = is followed by; () = optional stage; n = stage may recur

#### 1.7.3.4 The Social Functions of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is description of particular thing, animal, person, or others (Paltridge, 2000:111). The use of descriptive text itself has several purposes, such as entertain, educate, inform, convey the experience of the author, or as a medium develop imagination. The examples of descriptive text such as my lovely doll, my house, the cat, etc. Else, the purpose of



the descriptive text to entertains by giving information of things, place, animal and others.

## 1.7.4 Teaching Writing using Genre Based Approach

### 1.7.3.1 The Nature of Genre

According to Knapp and Watkins (2005: 187) arguing genre is an important and influential language process, important for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion. Genres are culture-specific, and have particular purposes, stages and linguistic features associated with them, the meanings of which need to be interpreted in relation to the cultural and social contexts in which they occur (Paltridge, 2000: 107). Martin describes genre as 'a stage, goal-oriented, purposeful activity in which speakers engage as members of our culture' (Paltridge, 2000: 105). Studying about genre is important to more understand about the context of the text. It is because context both of situation and of culture are important if we are want to more understand in interpret the meaning of a text (Martin, 1984: 25; Paltridge, 2000: 105).

In this perspective, the study about genre include service of encounters, research reports, academic essays, casual conversations, and descriptions, procedure, and exposition-type texts (Paltridge, 2000: 105). Genre studies are to explore genre specific patterns of language use in terms of communication purpose, content and form (Dudley, 1989; Paltridge: 2000: 105). In studying text of teaching writing, the knowledge about genre is important. It is because by knowing about genre, we will understand about text types and the role they play within a discourse community.





### 1.7.3.2 Genre Based Approach in Teaching Writing

Genre-based criteria deal with the generic features of the text (Knapp & Watkins, 2005: 119). This level covers the following criteria:

- does the text describe in a technical way?
- is the theme of the writing consistent with the task?
- is there consistent use of third person throughout the text?
- does the structure of the text include an introduction or classification, an elaboration of the main features of the geography, and an elaboration of the main features of the resources?
- do the paragraphs organise the text coherently?
- does the text contain structures which build the technical description of a report, such as noun groups and adverbial phrases?

Existing method of teaching writing focused on improving grammar, punctuation, spelling and handwriting. Focused on eliminating errors, not on how to write a good text. But, new approach pushed the idea that explicit teaching of how to write different school genres was important. “Genre theory offered a model of teaching that stressed explicit identification and teaching of the stages of the target text or ‘genre’ ” (Christie & Unsworth, 2006). According to Halliday (1985; Knapp & Watskin, 2005: 14), speech and writing have a fundamentally different organisation in structure, grammar, function and purpose. In the process in learning to write, it needs all stage of learning because it is difficult and complex process to acquire throughout the explicit teaching.

### 1.7.3.3 Basic Elements of Writing

According to Richard Walker (2010: 1) there are five basic elements for good writing text, such as purpose, audience, clarity, unity, and coherence.



#### a. Purpose

Before we begin to write something, the first thing that we must do is determining the purpose of the text. After we set the purpose of the text, we will more easily and focus to write a text based the purpose that we have determined. There are three purposes of the text based on the kind of text. The first is to persuade the reader and the listener who read or hear it (hortatory exposition text). The second is to entertain the reader or the listener (spoof text, narrative text). The third is to give information to the reader or the listener (explanation and descriptive text). The purpose of descriptive texts itself is to give information about person, thing, and place specifically the way they are to the reader or the listener.

#### b. Audience

In writing a text, as the writer we should know tended to whom our text is. It is important for the writer because as the writer we should provide the text that suitable or the reader. It will make the reader easily to choose and read the text that appropriate for them.

#### c. Clarity

A good text should clear and not ambiguity for the readers. It is the important of clarity for the writer and the text itself. The reader will not feel confuse when they reading a text if the text is clear.

#### d. Unity

The good text should relate each sentence with the topic. Focus on one topic, the main idea and the supporting idea also should relate to the topic. It will make the reader feel comfortable when they are reading the text because the text is related each other or coherent.



#### e. Cohesion and Coherence

In a text, there are two dimensions called cohesion and coherence. Cohesion refers to the grammatical and/or lexical relationships among different elements of a text. According to Paltridge (2000: 139), cohesion is the internal properties of a text, whereas coherence is its contextual properties; that is, the way in which it relates to and makes sense in the situation in which it occurs. In particular situation, the utterance that has no grammatical or lexical links between each other still a coherence text if between each utterances has a relation answer.

For example:

A: That'll be the phone

B: I'm in the bath.

A: OK

(Widdowson, 1978: 29; as cited in Paltridge, 2000: 139)

By knowing and understanding all aspects and features in a text. They could easily understand in producing a text which become meaningful another people. All of them could useful for people, especially students in writing texts and help them to recognize earlier the structure of the text. It could make the meaning in the text clearly understanding by the readers or the listeners.

### 1.8 Research Method

Here, the writer represents the research method in detail. It describes about research setting, such as source of data and research design.

#### 1.8.1 Research setting

This research will take place in *MA AN-NUR Kota Cirebon* during two months (February - March 2016) toward the second year students of *MA AN-NUR Kota Cirebon* to collect the descriptive texts. This place is suitable with the writer's intention to exploring students' descriptive text.



The writer decided *MA AN-NUR Kota Cirebon* as the research setting is based on some strength reasons, there are:

- The first reason is, because the writer as a teacher candidate has responsible to know the development of students' writing skill in writing a text.
- The writer will placed at *MA An-Nur Kota Cirebon* as apprentice teacher for about two months.
- This school has all female students, so it is interesting to exploring their skills in writing.

From those reasons above, the phenomenon happen where some students feel difficult in arrange a cohesion text and relate the text to context of the text. For those reason also the writer wants to investigate and identify the text that they produced. To limit the research area, the writer focuses on the descriptive text that produced by second year students.

### 1.8.2 Source of Data

In this research, the writer collected the data in the form of primary source data and secondary source data. Primary source data is the source that the writer collected in the form of ten students' descriptive texts at second year students of *MA An-Nur Kota Cirebon*. The text collected on Wednesday, February 17<sup>th</sup> 2016 at 10:20 a.m. Then, the second primary data uses to enrich deep knowledge by using references of books, journals which have been published in the International conference and have same field with the current research. The chosen of second year students as the sample of population in this study because they have learned or know about kinds of text, they also have produced a text such as descriptive text, and get the significant data. In addition, the sample of population students' classes will be selected to observe. After the writer observes the class, the writer would choose the ten students' descriptive texts to be analyzed.





### 1.8.3 Research design

This study is structured to use linguistic approach. Then, the writer has specified this study that designed as descriptive qualitative study which aims to exploring students' descriptive text. This study designed to use content analysis method which use study documentation as technique collecting data. This method chosen because in this study, the key of the research is the researcher to collect direct data from source of data (Fraenklen *et al.*, 2011: 426). By using qualitative also the writer can make and develop their own methods to collect several different data (Lodico *et al.*, 2010: 112) and the result of qualitative study is intend to narrative report (Ary *et al.*, 2010: 23). So, the writer designed this study as descriptive qualitative in a description report.

## 1.9 Research System

Here, the writer represents the research system in detail. It is includes steps of the research, instrument of the research, technique of collecting data and technique of analysis data.

### 1.9.1 Procedures of the Research

There are 7 steps to doing research in this study. In deciding the steps of this research, the writer has follows some steps to organizing this research. Here below are steps for this research in qualitative research adopt from some references (Ary *et al.* (2010: 31-33); Fraenkel *et al.* (2012: 429-431); Cresswell (2012: 7-11); Lodico *et al.* (2010: 160-165)):

- Step 1: Selecting a problem

In this step, the writer began with observe the problem that usually faced by students. This phenomenon appears when the student feels that their writing skills does not improve and they feel confuse when the asked to produce a text. Then, the writer interested to identify the phenomenon through this study.

- Step 2: Reviewing the literature on the problem.

The writer began to read and review some relevant literatures to gain more understanding about the phenomenon. After read and review



some relevant literatures, the writer began to formulating researchable problems.

- Step 3: Designing the research.

The writer began to conduct the research to answer the research questions. The writer designed the method to be used, the techniques to collecting data to answer the research questions.

- Step 4: Collecting the data.

The writer started to collecting data through observation and collecting documentation. The writer would observe the classroom activities during production texts by the students through observation. Then, the writer would collect the students' descriptive text as documentation to be analyzed.

- Step 5: Analysing the data.

The writer carefully read and review the data to get understanding from all data collected from observation and documentation. All data that received by the writer from two techniques above would be analyze and identify the data from each techniques and conduct it to be a specific data relate to the research questions.

- Step 6: Interpreting the findings and stating conclusions.

The writer would try to interpret the data findings and make interpretation and explanation about the data finding in a description. The writer would try to emphasize the credibility of data findings. Then, the writer stated a conclusion as the end of this qualitative research.

- Step 7: Reporting results.

The writer must make the procedures, findings, and conclusions available in a form intelligible to the readers that interested to read this study. The last, the results of this study disseminates as a thesis.

### 1.9.2 Instruments of Research

The instrument of this research is the writer herself. The researcher is as the source of collecting data. As the instrument of the research, she



will more comprehend the data for giving the information clearly, detail and accurately to the reader. Her source materials are journals, books and thesis.

### 1.9.3 Technique of Collecting Data

To prove the research, the writer uses observation and study documentation. The observation is used to complete the research questions because some research question can be answered by use certain kinds of observation (Fraenkel *et al.*, 2012: 445). It was taken to collect the data about the objective of the school and the learning process situation. Study documentation uses as the technique of collecting data to be analyzing the text feature realize in the text and the errors in the text.

#### 1.9.3.1 Observation

Observation is the technique that can use both in quantitative and qualitative research. The writer use observation to complete the research questions because some research question can be answered by use certain kinds of observation (Fraenkel *et al.*, 2012: 445). The writer will use field note technique for the observation. The main instrument in this observation is the researcher because the key of the research is the researcher to collect direct data from sources of data (Fraenkel *et al.*, 2011: 426). The writer use field note as the setting and result of observation. It is because during observation, the most common method that usually and easily use is field note (Ary *et al.*, 2012: 435). In this research, observation is used to collect the data about the objective of the school and the learning process situation. Field notes contain what the writer has seen and heard.

#### 1.9.3.2 Documentation

This research uses documentation because the researcher will collect the descriptive texts from students as the documentation or data collection to be analyzed. According to Ary *et al.* (2010: 19) says that documentary analysis use to determine the frequency of use of words in the English language. According to Mason (2002:



103) “The analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy.” Study documentation also called as content analysis which focuses on analyzing and interpreting recorder material to learn about human behavior (Ary *et al.*, 2010: 29). Ary *et al.* (2010: 44) classified documents into four categories, such as (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents.

In this research, the data is collected from ten descriptive texts composed by the students. To prove the research, data are needed and to identify the fact and phenomenon, it's completed by formulation and concern in problem solving through content analysis. Researcher is as the source for collecting data of documentation.

#### 1.9.4 Technique of Analyzing Data

All data that received by the writer from two techniques above would be analyze and identify the data from each techniques and conduct it to be a specific data relate to the research questions. To produce the specific data, the writer followed the steps in analyzing qualitative data of research in qualitative research according to Lodico *et al.* (2010: 180):

1. Prepare and organize the data.

The writer would prepare and organize the data collected from observation and documentation.

2. Review and explore the data.

The writer would carefully read and review the data to get understanding from all data collected from observation and documentation. The writer read the students' descriptive text carefully to get the appropriate samples as source of data.

1. Code data into categories.

The writer would make coding of the data includes students' descriptive text into several categories to facilitate the





reader in understanding some difficult categories in this paper (see Appendix 7).

## 2. Construct thick descriptions of people, places, and activities.

The writer would construct the description of the features of the text and analyze the errors. Then write it into detailed description to gathering the data collected in a description. All the data would be collected to synthesize the review the data to examine it.

## 3. Report and interpret data.

The writer interpreted the report data findings as a conclusion in the end of this qualitative research as a thesis.

### 1.10 Research Timeline

This study took time about six months beginning from selecting a problem until the result disseminated. To collected data, the writer needed about two months to collect and gathering the data findings. The process of analyzing and identify the data findings took two months in May and June. The process interpreting the data findings and state a conclusion as the end of this research needed about one month. The last, the writer reported the results and disseminated it to the readers as a thesis.

**Table 1.13**  
**Research Timeline**

No	Activities	2015 / 2016					
		Nov	Dec	Feb	March	May	June
1.	Selecting a problem						
2.	Reviewing the literature on the problem						
3.	Designing the research.						
4.	Collecting the data.						
5.	Analyzing the data						



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6.	Interpreting the findings and stating conclusions.						
7.	Reporting results						



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